

# Chronology- Spring 1<sup>st</sup> half term: Fairy Tales

# Year Group: Reception

| Hooks for learning   | Key texts   | Key vocabulary   | Trips / visitors                                       | Additional Learning                     |
|--|---|--|--|---|
| 'Hook' - Miniature door - fairies / pixies - who lives here?<br>'Hook' - Disappearance of a princess / voice note of a witch | The castle the king built<br>The Three Billy Goats Gruff<br>Hansel & Gretel | -Tier 1 -Once upon a time, happily ever after, next, after, suddenly, finally good, bad characters, billy goats gruff, big, middle size, little, troll.<br>-Tier 2 - king, queen, princess, prince.<br>-Tier 3 - mason, stone, carpenters, wood, blacksmiths, metal. | Visit to the library<br>Dressing up day in early years | Chinese New Year, Internet Safety Week? |

| Communication & Language  |  | Personal, Social & Emotional Development   |   |   |   | Physical Development   |   |
|---|--|--|---|---|---|--|---|
| Listening, Attention & Understanding  | Speaking   | Self-Regulation  | Managing Self   | Building Relationships  | Jigsaw  | Gross Motor Skills   | Fine Motor Skills   |
| <b>Components:</b><br>Daily story sessions (ask comprehension questions, make predictions).<br>Shared attention, Respond, Engage, Conversation during Learn & Explore time. Guess the character sentences e.g. it has a long neck and eat leaves.<br>Encourage children to ask questions about what they've heard. Use story maps to retell key texts. Discuss non-fiction books about castles and forests. Guess the character? Work out the fairy tale character from the description<br><br><b>End Point:</b><br>I can retell a familiar story (with some exact phrases and using their own words). I can respond with relevant questions and comments to what I have heard. | <b>Components:</b><br>Shared attention, Respond, Engage, Conversation during Learn & Explore time. Guess the character sentences e.g. it has a long neck and eat leaves.<br><br><b>End Point:</b><br>I can talk in sentences using conjunctions e.g. and, because. | <b>Components:</b><br>Discuss the thoughts and feelings of the characters in key texts<br>Support children during Child Initiated Play when issues arise.<br>Discuss how good and bad characters behave and link to feelings they may have in different situations.<br>Develop use of zones of regulation to talk about feelings and how we can moderate our emotions - calming cards. | <b>Components:</b><br>Support children to do up their own zips, buttons, etc.<br>Support children to resolve issues during sessions when they encounter a difficulty.<br><br><b>End Points:</b><br>I am beginning to show resilience and perseverance in the face of challenge. | <b>Components:</b><br>Learning partners during whole class sessions.<br>Play a variety of board games.<br><br><b>End Points:</b><br>I am beginning to work as a group with support. | <u>Dreams and goals</u><br><br><b>End points:</b><br>I will stay motivated when doing something challenging.<br><br>I will keep trying even when it is difficult.<br><br>I can use different strategies to support turn taking. | <b>Components:</b><br>Outdoor PE - Hoops and Quoits.<br><br>Indoor PE - Gymnastics.<br><br><b>End Points:</b><br>I will use a hoop and quoit in a safe, co-ordinated and controlled manner.<br><br>I will follow instructions.<br><br>I will stop on command.<br><br>I will travel in a variety of ways.<br><br>I will show an awareness of contrasts in speed and level.<br><br>I will show an awareness of space and share space safely. | <b>Components:</b><br>Using tweezers to sort objects.<br>Cut zigzag lines to make crowns.<br>Design and make shields / flags.<br>Cut around characters to make lolly stick puppets.<br>Support children to peg up their own pictures.<br>Handwriting.<br><br><b>End Points:</b><br>I can use a tripod grip when using mark making tools.<br><br>I can hold scissors correctly and cut along a straight line / curved line.<br><br>I can write taught letters using correct formation. |

| Literacy   |  |   | Mathematics  |  | Understanding the World   |  |   | Expressive Arts & Design  |   |
|--|--|---|--|--|---|--|---|---|---|
| Comprehension  | Word Reading   | Writing   | Number & Numerical Patterns  | Shape, Space & Measures  | Past & Present  | People, Culture & Communities  | The Natural World   | Creating with Materials   | Being Imaginative & Expressive  |
| <b>Components:</b><br>Helicopter Stories<br><br>key texts - what do you think will happen? How will the story end?<br><br>Create story maps - The Three Billy Goats Gruff / Hansel and Gretel<br><br>Changing story maps by changing good / bad characters<br><br>What makes a good fairy tale?<br><br>Retell and role play stories<br><br><b>End Points:</b><br>I can act out stories<br><br>I am beginning to predict what may happen in a story<br><br>I can suggest how a story might end<br><br>I can change a story to make up a new one | <b>Components:</b><br>Guided reading 2x weekly sessions in attainment groups<br><br>See Phonics Planning (Phase 2/3)<br><br><b>End Points:</b><br>To identify sound set 1 and 7. To blend CVC and CCVC words using these sounds.<br><br><b>End Points:</b><br>I can act out stories<br><br>To read all tricky words and decodable words<br><br>To read decodable books matched to Phonics level<br><br><b>End Points:</b><br>I can change a story to make up a new one | <b>Components:</b><br>Write Guess Who? clues about different characters<br><br>Character fact files<br><br>Speech bubbles for characters<br><br>Writing sentences for our stories<br><br>Labelling our characters<br><br>Wanted posters<br><br><b>End Points:</b><br>I can form some lowercase letters correctly<br><br>I am beginning to write sentences using fingers spaces<br><br>I know that sentences start with a capital letter and end with a full stop<br><br>I can spell words using taught sounds<br><br>I can spell some taught tricky words correctly | <b>Components:</b><br>NCTEM Mastery Maths<br><br><b>End Points:</b><br>-increase confidence in subitising by continuing to explore patterns within 5<br>-experience patterns which show a small group and '1 more'<br>-continue to match arrangements to finger patterns<br>-continue to develop verbal counting to 20 and beyond<br>-continue to explore the composition of 5<br>-explore the composition of 6<br>-numbers within 10 can be composed of '5 and a bit'<br>-continue to compare sets using the language of comparison<br>-identifying when sets are equal<br>-explore ways of making unequal sets equal | <b>Components:</b><br>Exploring length, height & distance<br><br><b>End Points:</b><br>LENGTH - measuring using cubes<br><br><b>End Points:</b><br>I can measure using cubes / feet / metre sticks | <b>Components:</b><br>Research the history of fairy tales throughout history<br><br><b>End Points:</b><br>I know some similarities and differences between things in the past and now<br><br><b>End Points:</b><br>I can talk about Chinese New Year<br><br><b>End Points:</b><br>I can measure using cubes / feet / metre sticks | <b>Components:</b><br>Look at discuss the Chinese New Year story and research how it is celebrated<br><br><b>End Points:</b><br>Find China on the world map and learn some of the similarities and differences between the UK<br><br><b>End Points:</b><br>I can talk about Chinese New Year<br><br><b>End Points:</b><br>I know some features of the local environment<br><br><b>End Points:</b><br>I can talk about some differences and similarities between where I live and other habitats around the world | <b>Components:</b><br>Leave water out overnight (during freezing nights) - what will happen?<br><br><b>End Points:</b><br>Freeze characters in ice - how can we free them?<br><br><b>End Points:</b><br>Exploring different materials<br><br><b>End Points:</b><br>I know about and recognise the signs of Winter<br><br><b>End Points:</b><br>I know some important processes and changes in the natural world including states of matter (water freezing)<br><br><b>End Points:</b><br>I can talk about different environments in stories<br><br><b>End Points:</b><br>I know about features of my own immediate environment and how they might vary from another | <b>Components:</b><br>Make flags, swords and shields<br><br><b>End Points:</b><br>I can experiment with different mark making tools such as art pencils, pastels, chalk<br><br><b>End Points:</b><br>I can explore different techniques for joining materials (Glue Stick, PVA, Masking Tape, Tape, Split Pins)<br><br><b>End Points:</b><br>I know how to work safely and hygienically<br><br><b>End Points:</b><br>I can share my creations and talk about the process<br><br><b>End Points:</b><br>I can make props and costumes for different role play scenarios | <b>Components:</b><br>Listen to music associated with Chinese New Year<br><br><b>End Points:</b><br>I can sing songs<br><br><b>End Points:</b><br>I can play along to the beat using claves<br><br><b>End Points:</b><br>I can use own ideas to perform and play instruments along to a song<br>To learn the words and actions to a song and perform<br><br><b>End Points:</b><br>I am beginning to create costumes and resources for role play |

